DOCUMENT RESUME

ED 119 112 CS 002 417

TITLE	Skill Cards for Open-Ended Gameboards, Set A.
INSTITUTION	International Reading Association, Newport Beach, Calif. California Reading Association.
PUB DATE	75
NOTE	44p.
AVAILABLE FROM	California Reading Association, 3400 Irvine Avenue, Suite 211, Newport Beach, Calif. 92660 ($4.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Beginning Reading; Elementary Education; *Phonics; *Reading Games; *Reading Instruction; *Reading Materials; *Reading Skills; Word Recognition

ABSTRACT

These skill cards and answer cards were designed for open ended game boards but may be used with any open ended game to reinforce reading skills. There are twelve sets in the packet. Each set contains twenty skill cards and one answer card. The topics for the sets are: long vowel substitution, short vowel substitution, consonant digraph substitution, consonant substitution, and consonant blend substitution. Suggestions for use of the skill cards include storage and marking of the cards and limiting players on open ended gameboards to two to four players. (MKM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED119112

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SKILL CARDS for OPEN-ENDED GAMEBOARDS

California Reading Association
3400 Irvine Avenue, Suite 211
Newport Beach, California 92660

Set A

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

California Reading Association

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

2

A Publication of the California Reading Association

Copyright 1975

CS 002 417

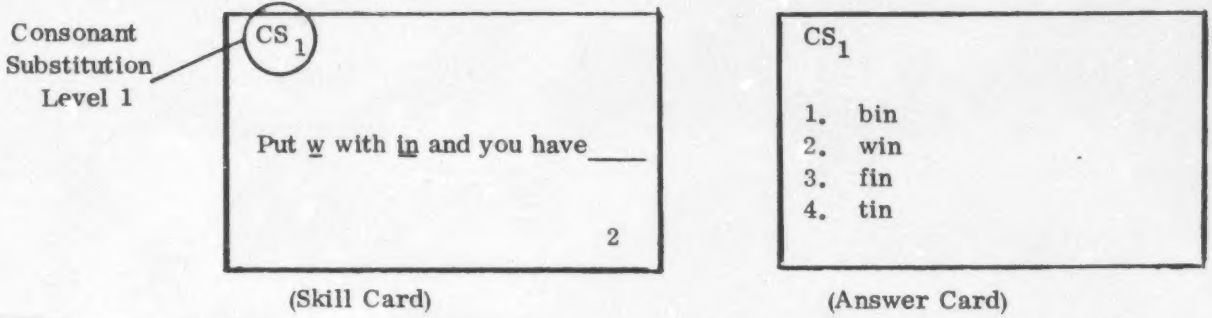
SUGGESTED USE OF SKILL CARDS AND ANSWER CARDS WITH OPEN ENDED GAMES

The skill cards and answer cards in the attached packet were designed for the CRA open ended game boards but may be used with any open ended game to reinforce reading skills. There are 12 sets in the packet. Each set contains twenty skill cards and one answer card on three 8-1/2 x 11 sheets.

1. Each sheet should be covered with contact paper or laminated first to make them more durable.

2. Cut apart each set of sheets to make twenty skill cards and one answer card. The skill cards and answer cards have been coded. (See Diagram A) Thus if a card is misplaced within the deck it is easy to replace in its proper category.

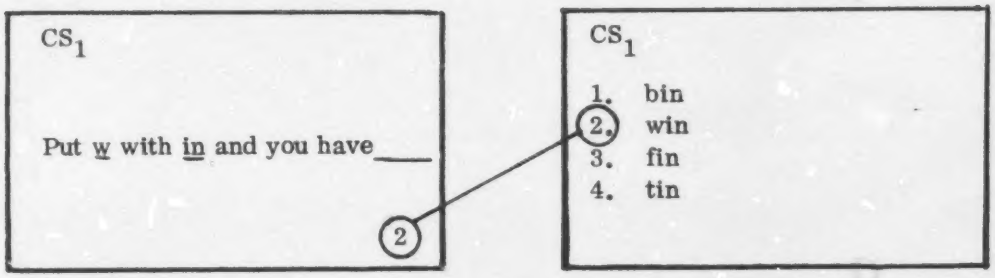
Diagram A



(Skill Card) (Answer Card)

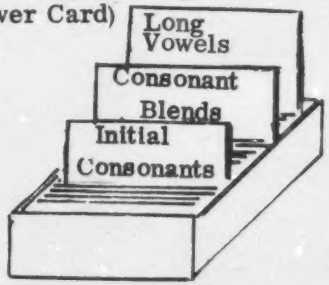
NOTE: There is an answer card for each set. There is a number at the bottom right corner of each skill card that corresponds with the correct answer on the answer card. (See Diagram B) This enables children to work together to reinforce each others' work.

Diagram B



(Skill Card) (Answer Card)

3. Keep skill cards in a box under headings for quick reference. Answer cards may also be kept in a similar box.



4. Establish standards for the use of the skill and answer cards.

   a. Number of Players
   It is advisable to have no more than four children on each game. This number allows for maximum participation by each child.

   b. Basic Rules
   After each spin of a spinner or roll of the dice, a player draws a card from the deck of skill cards such as vowels, consonant blends, or initial consonants. If a player answers the question on the card correctly, he moves forward the number of spaces indicated by the spinner or dice.

   c. Variations
   Teachers and children by working together will find many ways to extend the use of skill cards and open ended games.

Contributed by: Harry Roux
Chula Vista City School District
Director, Area 10
California Reading Association

SUGGESTED USE OF GAMEBOARDS

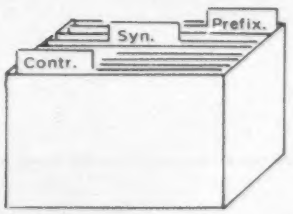
These open-ended gameboards can be used not only to reinforce many of the reading skills, but skills in other subjects, such as mathematics.

1. Write the skills to be reinforced on small cards (no larger than 3 x 5). No more than thirty cards per skill should be used.

2. The cards may be coded according to skills by making a stripe across the top of each set with different colored felt pens, or by using letter codes in an upper corner of each card.

3. Each set of cards could have the answers, or suggested answers, on separate cards that are filed with each set.

4. Keep the sets of cards in small envelopes or put rubber bands around each set. The sets could be kept in a box behind headings.



5. Spinners or one die may be used for each player's moves. Use small plastic objects or buttons for each player's markers.

6. Suggested rules for the games:

   a. There should be only two to four children on each gameboard.

   b. The player spins a spinner or throws a die first, then turns over a card from the deck. If he can answer it correctly, he may move ahead the number of spaces indicated by the spinner or the die. If he answers it incorrectly, he may either move back the same indicated number of spaces, or not move at all that turn.

SUGGESTED USE OF GAMEBOARDS

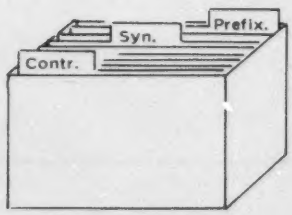
These open-ended gameboards can be used not only to reinforce many of the reading skills, but skills in other subjects, such as mathematics.

1. Write the skills to be reinforced on small cards (no larger than 3 x 5). No more than thirty cards per skill should be used.

2. The cards may be coded according to skills by making a stripe across the top of each set with different colored felt pens, or by using letter codes in an upper corner of each card.

3. Each set of cards could have the answers, or suggested answers, on separate cards that are filed with each set.

4. Keep the sets of cards in small envelopes or put rubber bands around each set. The sets could be kept in a box behind headings.



5. Spinners or one die may be used for each player's moves. Use small plastic objects or buttons for each player's markers.

6. Suggested rules for the games:

   a. There should be only two to four children on each gameboard.

   b. The player spins a spinner or throws a die first, then turns over a card from the deck. If he can answer it correctly, he may move ahead the number of spaces indicated by the spinner or the die. If he answers it incorrectly, he may either move back the same indicated number of spaces, or not move at all that turn.

SUGGESTED USE OF GAMEBOARDS

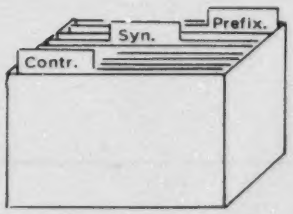
These open-ended gameboards can be used not only to reinforce many of the reading skills, but skills in other subjects, such as mathematics.

1. Write the skills to be reinforced on small cards (no larger than 3 x 5). No more than thirty cards per skill should be used.

2. The cards may be coded according to skills by making a stripe across the top of each set with different colored felt pens, or by using letter codes in an upper corner of each card.

3. Each set of cards could have the answers, or suggested answers, on separate cards that are filed with each set.

4. Keep the sets of cards in small envelopes or put rubber bands around each set. The sets could be kept in a box behind headings.



5. Spinners or one die may be used for each player's moves. Use small plastic objects or buttons for each player's markers.

6. Suggested rules for the games:

   a. There should be only two to four children on each gameboard.

   b. The player spins a spinner or throws a die first, then turns over a card from the deck. If he can answer it correctly, he may move ahead the number of spaces indicated by the spinner or the die. If he answers it incorrectly, he may either move back the same indicated number of spaces, or not move at all that turn.

California Reading Association

SUGGESTED USE OF GAMEBOARDS

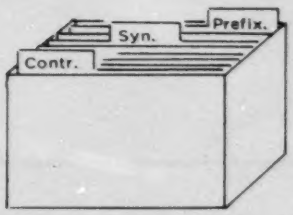
These open-ended gameboards can be used not only to reinforce many of the reading skills, but skills in other subjects, such as mathematics.

1. Write the skills to be reinforced on small cards (no larger than 3 x 5). No more than thirty cards per skill should be used.

2. The cards may be coded according to skills by making a stripe across the top of each set with different colored felt pens, or by using letter codes in an upper corner of each card.

3. Each set of cards could have the answers, or suggested answers, on separate cards that are filed with each set.

4. Keep the sets of cards in small envelopes or put rubber bands around each set. The sets could be kept in a box behind headings.



5. Spinners or one die may be used for each player's moves. Use small plastic objects or buttons for each player's markers.

6. Suggested rules for the games:

   a. There should be only two to four children on each gameboard.

   b. The player spins a spinner or throws a die first, then turns over a card from the deck. If he can answer it correctly, he may move ahead the number of spaces indicated by the spinner or the die. If he answers it incorrectly, he may either move back the same indicated number of spaces, or not move at all that turn.

LVS_1

LONG VOWEL SUBSTITUTION

1. pane	8. tame	15. wide
2. vine	9. make	16. ride
3. lane	10. these	17. drove
4. wake	11. space	18. rise
5. bike	12. taken	19. ripe
6. coke	13. ace	20. spoke
7. lake	14. write	

California Reading Association

LVS_1

Take the i out of pine.

Put in a and you have _____.

1

LVS_1

Take the a out of vane.

Put in i and you have _____.

2

LVS_1

Take the i out of line.

Put in a and you have _____.

3

LVS_1

Take the o out of woke.

Put in a and you have _____.

4

LVS$_1$

Take the a out of bake.

Put in i and you have _____.

5

LVS$_1$

Take the a out of cake.

Put in o and you have _____.

6

LVS$_1$

Take the i out of like.

Put in a and you have _____.

7

LVS$_1$

Take the i out of time.

Put in a and you have _____.

8

LVS$_1$

Take the i out of Mike.

Put in a and you have _____.

9

LVS$_1$

Take the o out of those.

Put in e and you have _____.

10

LVS$_1$

Take the i out of spice.

Put in a and you have _____.

11

LVS$_1$

Take the o out of token.

Put in a and you have _____.

12

LVS$_1$

Take the i out of ice.

Put in a and you have _____.

13

LVS$_1$

Take the o out of wrote.

Put in i and you have _____.

14

LVS$_1$

Take the a out of wade.

Put in i and you have _____.

15

LVS$_1$

Take the o out of rode.

Put in i and you have _____.

16

LVS$_1$

Take the i out of drive.

Put in o and you have _____.

17

LVS$_1$

Take the o out of rose.

Put in i and you have _____.

18

LVS$_1$

Take the o out of rope.

Put in i and you have _____.

19

LVS$_1$

Take the i out of spike.

Put in o and you have _____.

20

LVS$_2$

LONG VOWEL SUBSTITUTION

1. bean	8. main	15. meet
2. mean	9. cheese	16. heat
3. goat	10. float	17. rain
4. moan	11. seal	18. seat
5. paint	12. beat	19. road
6. leak	13. heat	20. steep
7. read	14. feast	

California Reading Association

LVS$_2$

Take ee out of been.

Put in ea and you have _____.

1

LVS$_2$

Take the e out of men.

Put ea and you have _____.

2

LVS$_2$

Take the o out of got.

Put in oa and you have _____.

3

LVS$_2$

Take the oo out of moon.

Put oa and you have _____.

4

LVS$_2$

Take the oi out of point.

Put in ai and you have _____.

5

LVS$_2$

Take the oo out of look.

Put in ea and you have _____.

6

LVS$_2$

Take the oa out of road.

Put in ea and you have _____.

7

LVS$_2$

Take the ea out of mean.

Put in ai and you have _____.

8

LVS$_2$

Take the oo out of choose.

Put in ee and you have _____.

9

LVS$_2$

Take the ee out of fleet.

Put in oa and you have _____.

10

LVS$_2$

Take oi out of soil.

Put in ea and you have _____.

11

LVS$_2$

Take the e out of bet.

Put in ea and you have _____.

12

LVS$_2$

Take the a out of hat.

Put in ea and you have _____.

13

LVS$_2$

Take the a out of fast.

Put in ea and you have _____.

14

LVS$_2$

Take the e out of met.

Put in ee and you have _____.

15

LVS$_2$

Take the i out of hit.

Put in ea and you have _____.

16

LVS$_2$

Take the u out of run.

Put in ai and you have _____.

17

LVS$_2$

Take i out of sit.

Put in ea and you have _____.

18

LVS$_2$

Take the e out of red.

Put in oa and you have _____.

19

LVS$_2$

Take the o out of stop.

Put in ee and you have _____.

20

SVS$_1$ SHORT VOWEL SUBSTITUTION

1. pan	8. ball	15. spot
2. pun	9. bill	16. hot
3. fan	10. fat	17. slot
4. fun	11. sat	18. splat
5. fin	12. set	19. bad
6. run	13. bat	20. band
7. well	14. pot	

California Reading Association

SVS$_1$

Take the i out of pin.

Put in a and you have _____.

1

SVS$_1$

Take the a out of pan.

Put in u and you have _____.

2

SVS$_1$

Take the i out of fin.

Put in a and you have _____.

3

SVS$_1$

Take the a out of fan.

Put in u and you have _____.

4

SVS$_1$

Take the a out of fan.

Put in i and you have _____.

5

SVS$_1$

Take the a out of ran.

Put in u and you have _____.

6

SVS$_1$

Take the a out of wall.

Put in e and you have _____.

7

SVS$_1$

Take the e out of bell.

Put in a and you have _____.

8

SVS$_1$

Take the a out of ball.

Put in i and you have _____.

9

SVS$_1$

Take the i out of fit.

Put in a and you have _____.

10

SVS$_1$

Take the i out of sit.

Put in a and you have _____.

11

SVS$_1$

Take the a out of sat.

Put in e and you have _____

12

SVS$_1$

Take the i out of bit.

Put in a and you have _____.

13

SVS$_1$

Take the e out of pet.

Put in o and you have _____.

14

SVS$_1$

Take the a out of spat.

Put in o and you have _____.

15

SVS$_1$

Take the i out of hit.

Put in o and you have _____.

16

SVS$_1$

Take the i out of slit.

Put in o and you have _____.

17

SVS$_1$

Take the i out of split.

Put in a and you have _____.

18

SVS$_1$

Take the e out of bed.

Put in a and you have _____.

19

SVS$_1$

Take the e out of bend.

Put in a and you have _____.

20

SVS_2 SHORT VOWEL SUBSTITUTION

1. pull	8. hull	15. cot
2. bill	9. hit	16. pot
3. well	10. hut	17. put
4. wall	11. bat	18. pet
5. full	12. bet	19. met
6. fall	13. sat	20. lot
7. hill	14. vet	

California Reading Association

SVS_2

Take the i out of pill.

Put in u and you have _____.

1

SVS_2

Take the e out of bell.

Put in i and you have _____.

2

SVS_2

Take the i out of will.

Put in e and you have _____.

3

SVS_2

Take the e out of well.

Put in a and you have _____.

4

SVS$_2$

Take the i out of fill.

Put in u and you have _____.

5

SVS$_2$

Take the u out of full.

Put in a and you have _____.

6

SVS$_2$

Take the a out of hall.

Put in i and you have _____.

7

SVS$_2$

Take the i out of hill.

Put in u and you have _____.

8

SVS$_2$

Take the a out of hat.

Put in i and you have _____.

9

SVS$_2$

Take the i out of hit.

Put in u and you have _____.

10

SVS$_2$

Take the u out of but.

Put in a and you have _____.

11

SVS$_2$

Take the a out of bat.

Put in e and you have _____.

12

SVS$_2$

Take the e out of set.

Put in a and you have _____.

13

SVS$_2$

Take the a out of vat.

Put in e and you have _____.

14

SVS$_2$

Take the a out of cat.

Put in o and you have _____.

15

SVS$_2$

Take the a out of pat.

Put in o and you have _____.

16

SVS$_2$

Take the o out of pot.

Put in u and you have _____.

17

SVS$_2$

Take the u out of put.

Put in e and you have _____.

18

SVS$_2$

Take the a out of mat.

Put in e and you have _____.

19

SVS$_2$

Take the i out of lit.

Put in o and you have _____.

20

SVS$_3$ SHORT VOWEL SUBSTITUTION

1. get
2. jet
3. shut
4. nut
5. span
6. spun
7. sand
8. full
9. tall
10. shall
11. fir
12. for
13. slam
14. clump
15. lump
16. rag
17. tug
18. bag
19. lug
20. trap

California Reading Association

SVS$_3$

Take the o out of got.

Put in e and you have _____.

1

SVS$_3$

Take the o out of jot.

Put in e and you have _____.

2

SVS$_3$

Take the o out of shot.

Put in u and you have _____.

3

SVS$_3$

Take the e out of net.

Put in u and you have _____.

4

SVS$_3$

Take the i out of spin.

Put in a and you have _____.

5

SVS$_3$

Take the a out of span.

Put in u and you have _____.

6

SVS$_3$

Take the e out of send.

Put in a and you have _____.

7

SVS$_3$

Take the e out of fell.

Put in u and you have _____.

8

SVS$_3$

Take the a out of tall.

Put in e and you have _____.

9

SVS$_3$

Take the e out of shell.

Put in a and you have _____.

10

SVS$_3$

Take the a out of far.

Put in i and you have _____.

11

SVS$_3$

Take the i out of fir.

Put in o and you have _____.

12

SVS$_3$

Take the i out of slim.

Put in a and you have _____.

13

SVS$_3$

Take the a out of clamp.

Put in u and you have _____.

14

SVS$_3$

Take the a out of lamp.

Put in u and you have _____.

15

SVS$_3$

Take the u out of rug.

Put in a and you have _____.

16

SVS$_3$

Take the a out of tag.

Put in u and you have _____.

17

SVS$_3$

Take the u out of bug.

Put in a and you have _____.

18

SVS$_3$

Take the a out of lag.

Put in u and you have _____.

19

SVS$_3$

Take the i out of trip.

Put in a and you have _____.

20

CDS_1 CONSONANT DIGRAPH SUBSTITUTION

1. shop	8. than	15. shop
2. shear	9. chill	16. chop
3. thank	10. chat	17. shack
4. wheat	11. that	18. thick
5. cheat	12. shin	19. chick
6. shame	13. thin	20. whip
7. shed	14. shake	

California Reading Association

CDS_1

Put sh with op and you have _____.

1

CDS_1

Put sh with ear and you have _____.

2

CDS_1

Put th with ank and you have _____.

3

CDS_1

Put wh with eat and you have _____.

4

CDS_1 Put ch with eat and you have ____. 5	CDS_1 Put sh with ame and you have _____. 6
CDS_1 Put sh with ed and you have ____. 7	CDS_1 Put th with an and you have _____. 8
CDS_1 Put ch with ill and you have ____. 9	CDS_1 Put ch with at and you have _____. 10
CDS_1 Put th with at and you have _____. 11	CDS_1 Put sh with in and you have _____. 12

CDS$_1$

Put th with in and you have ____.

13

CDS$_1$

Put sh with ake and you have _____.

14

CDS$_1$

Put sh with op and you have ____.

15

CDS$_1$

Put ch with op and you have _____.

16

CDS$_1$

Put sh with ack and you have ____.

17

CDS$_1$

Put th with ick and you have _____.

18

CDS$_1$

Put ch with ick and you have ____.

19

CDS$_1$

Put wh with ip and you have _____.

20

CS_3

CONSONANT SUBSTITUTION

1. dear	8. bun	15. rack
2. hear	9. un	16. sack
3. ear	10. run	17. tack
4. ear	11. sun	18. hop
5. near	12. back	19. mop
6. pout	13. Jack	20. top
7. rout	14. ack	

California Reading Association

CS_3

Put d with ear and you have _____.

1

CS_3

Put h with ear and you have _____.

2

CS_3

Take y out of year and you have ____.

3

CS_3

Take g out of gear and you have ____.

4

CS$_3$

Take f out of fear.

Put in n and you have _____.

5

CS$_3$

Put p with out and you have _____.

6

CS$_3$

Put r with out and you have ____.

7

CS$_3$

Put b with un and you have _____.

8

CS$_3$

Take f out of fun and you have _____.

9

CS$_3$

Take p out of pun.

Put in r and you have _____.

10

CS$_3$

Put s with un and you have _____.

11

CS$_3$

Put b with ack and you have _____.

12

CS$_3$

Put J with ack and you have _____.

13

CS$_3$

Take l out of lack and you have _____.

14

CS$_3$

Take p out of pack.

Put in r and you have _____.

15

CS$_3$

Put s with ack and you have _____.

16

CS$_3$

Put t with ack and and you have ____.

17

CS$_3$

Put h with op and you have _____.

18

CS$_3$

Put m with op and you have _____.

19

CS$_3$

Take p out of pop.

Put in t and you have _____.

20

CS_2

CONSONANT SUBSTITUTION

1. feat	8. led	15. hit
2. neat	9. it	16. end
3. eat	10. kit	17. bend
4. meat	11. lit	18. lend
5. red	12. sit	19. send
6. bed	13. bit	20. rend
7. ed	14. pit	

California Reading Association

CS_2

Put f with eat and you have _____.

1

CS_2

Put n with eat and you have _____.

2

CS_2

Take s out of seat and you have ____.

3

CS_2

Take p out of peat.

Put in m and you have _____.

4

CS$_2$

Put r with ed and you have _____.

5

CS$_2$

Put b with ed and you have _____.

6

CS$_2$

Take w out of wed and you have ____.

7

CS$_2$

Take f out of fed.

Put in l and you have _____.

8

CS$_2$

Take f out of fit and you have _____.

9

CS$_2$

Put k with it and you have _____.

10

CS$_2$

Put l with it and you have _____.

11

CS$_2$

Take w out of wit.

Put in s and you have _____.

12

CS$_2$

Put b with it and you have _____.

13

CS$_2$

Put p with it and you have _____.

14

CS$_2$

Put h with it and you have _____.

15

CS$_2$

Take m out of mend and you have _____.

16

CS$_2$

Put b with end and you have _____.

17

CS$_2$

Put l with end and you have _____.

18

CS$_2$

Take t out of tend.

Put in s and you have _____.

19

CS$_2$

Put r with end and you have _____.

20

CS_1

CONSONANT SUBSTITUTION

1. bin	8. sat	15. can
2. win	9. at	16. pan
3. fin	10. mat	17. tall
4. tin	11. ran	18. all
5. pin	12. van	19. call
6. hat	13. an	20. fall
7. bat	14. man	

California Reading Association

CS_1

Put b with in and you have _____.

1

CS_1

Put w with in and you have _____.

2

CS_1

Put f with in and you have _____.

3

CS_1

Put t with in and you have _____.

4

CS$_1$

Put p with in and you have _____.

5

CS$_1$

Put h with at and you have _____.

6

CS$_1$

Put b with at and you have _____.

7

CS$_1$

Put s with at and you have _____.

8

CS$_1$

Take c out of cat and you have _____.

9

CS$_1$

Take r out of rat.

Put in m and you have _____.

10

CS$_1$

Put r with an and you have _____.

11

CS$_1$

Put v with an and you have _____.

12

CS$_1$

Take f out of fan and you have _____.

13

CS$_1$

Take t out of tan.

Put in m and you have _____.

14

CS$_1$

Put c with an and you have _____.

15

CS$_1$

Put p with an and you have _____.

16

CS$_1$

Put t with all and you have _____.

17

CS$_1$

Take h out of hall and you have _____.

18

CS$_1$

Take w out of wall.

Put in c and you have _____.

19

CS$_1$

Put f with all and you have _____.

20

CBS$_3$

CONSONANT BLEND SUBSTITUTION

1. clear	8. blank	15. slack
2. smear	9. prank	16. track
3. ear	10. sprout	17. stack
4. crank	11. spout	18. drop
5. frank	12. quack	19. flop
6. ank	13. ack	20. stop
7. drank	14. snack	

California Reading Association

CBS$_3$

Put cl with ear and you have _____.

1

CBS$_3$

Put sm with ear and you have _____.

2

CBS$_3$

Take sp out of spear and you have ____.

3

CBS$_3$

Put cr with ank and you have _____.

4

CBS_3 Put fr with ank and you have _____. 5	CBS_3 Take sp out of spank and you have _____. 6
CBS_3 Take fl out of flank. Put in dr and you have _____. 7	CBS_3 Put bl with ank and you have _____. 8
CBS_3 Put pr with ank and you have ____. 9	CBS_3 Put spr with out and you have _____. 10
CBS_3 Put sp with out and you have ____. 11	CBS_3 Put qu with ack and you have _____. 12

CBS$_3$

Take bl out of black and you have ____.

13

CBS$_3$

Take cr out of crack.

Put in sn and you have _____.

14

CBS$_3$

Put sl with ack and you have _____.

15

CBS$_3$

Put tr with ack and you have _____.

16

CBS$_3$

Put st with ack and you have ____.

17

CBS$_3$

Put dr with op and you have _____.

18

CBS$_3$

Put fl with op and you have _____.

19

CBS$_3$

Take pr out of prop.

Put in st and you have _____.

20

CBS_2 CONSONANT BLEND SUBSTITUTION

1. quit
2. bred
3. fled
4. ed
5. sled
6. shred
7. fling
8. cling
9. ing
10. wring
11. bring
12. sting
13. small
14. thrall
15. all
16. pleat
17. treat
18. eat
19. spend
20. blend

California Reading Association

CBS_2

Put qu with it and you have _____.

1

CBS_2

Put br with ed and you have _____.

2

CBS_2

Put fl with ed and you have _____.

3

CBS_2

Take sp out of sped and you have ___.

4

CBS$_2$

Take bl out of bled.
Put in sl and you have _____.

5

CBS$_2$

Put shr with ed and you have _____.

6

CBS$_2$

Put fl with ing and you have ____.

7

CBS$_2$

Put cl with ing and you have _____.

8

CBS$_2$

Take sl out of sling and you have___.

9

CBS$_2$

Take sw out of swing.
Put in wr and you have _____.

10

CBS$_2$

Put br with ing and you have ____.

11

CBS$_2$

Put st with ing and you have _____.

12

CBS$_2$

Put sm with all and you have ___.

13

CBS$_2$

Put thr with all and you have _____.

14

CBS$_2$

Take st out of stall and you have___.

15

CBS$_2$

Put pl with eat and you have _____.

16

CBS$_2$

Put tr with eat and you have _____.

17

CBS$_2$

Take bl out of bleat and you have _____.

18

CBS$_2$

Put sp with end and you have _____.

19

CBS$_2$

Put bl with end and you have _____.

20

CBS_1 CONSONANT BLEND SUBSTITUTION

1. clan	8. still	15. skin
2. scan	9. quill	16. grit
3. an	10. skill	17. twit
4. span	11. drill	18. it
5. slat	12. grill	19. slit
6. brat	13. grin	20. skit
7. flat	14. in	

California Reading Association

CBS_1

Put cl with an and you have _____.

1

CBS_1

Put sc with an and you have _____.

2

CBS_1

Take pl out of plan and you have _____.

3

CBS_1

Put sp with an and you have _____.

4

CBS$_1$

Put sl with at and you have _____.

5

CBS$_1$

Take sp out of spat.

Put in br and you have _____.

6

CBS$_1$

Put fl with at and you have _____.

7

CBS$_1$

Put st with ill and you have _____.

8

CBS$_1$

Put qu with ill and you have ____.

9

CBS$_1$

Take sp out of spill.

Put in sk and you have _____.

10

CBS$_1$

Put dr with ill and you have _____.

11

CBS$_1$

Put gr with ill and you have _____.

12

CBS$_1$

Put gr with in and you have _____.

13

CBS$_1$

Take tw out of twin and you have _____.

14

CBS$_1$

Take sp out of spin.
Put in sk and you have _____.

15

CBS$_1$

Put gr with it and you have _____.

16

CBS$_1$

Put tw with it and you have _____.

17

CBS$_1$

Take fl out of flit and you have _____.

18

CBS$_1$

Take sp out of spit.
Put in sl and you have _____.

19

CBS$_1$

Put sk with it and you have _____.

20